

CURRICULUM VITA
JOANNA S. GORIN
May 2008

WORK ADDRESS

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EDUCATION

- Ph.D. Quantitative Psychology (Minor Concentration: Cognitive Psychology),
University of Kansas, December 2002
- M.A. Educational Psychology (Major Concentration: Quantitative Methods;
Minor Concentration: Learning) University of Texas, May 1999
- B.A. Psychology, University of California at Los Angeles, June 1995

EMPLOYMENT HISTORY

- 2008-present Program Leader, Measurement, Statistics, and Methodological Studies,
Arizona State University, Division of Psychology in Education
- 2003-present Assistant Professor, Measurement Statistics, and Methodological Studies,
Arizona State University, Division of Psychology in Education
- 2002-2003 Instructor ABD, Measurement Statistics, and Methodological Studies,
Arizona State University, Division of Psychology in Education
- 2001-2002 Pre-doctoral Psychometric Fellow, Center for Assessment Design, ETS
- 1998 Summer Intern, Center for Performance Assessment, ETS
- 1999-2001 Graduate Research/Teaching Assistant, University of Kansas
- 1996-1999 Graduate Research/Teaching Assistant, University of Texas

RESEARCH AWARDS AND FELLOWSHIPS

- 2007 Jason Millman Promising Measurement Scholar Award, National Council on Measurement in Education
- 2007 Invited Visiting Scholar, Center for the Assessment of Student Progress, Measured Progress, Dover, NH
- 2004 National Science Foundation Young Scientist Travel Award
- 2001 Harold Gulliksen Psychometric Fellowship, Educational Testing Service
- 1998 William L. Hays Endowed Fellowship, University of Texas
- 1998 Pre-doctoral Fellowship, Educational Testing Service

TEACHING AWARDS

- 2006 College of Education Dean's Excellence Award – Teaching, College of Education, Arizona State University.

GRANTS AND FUNDED RESEARCH

PROPOSALS FUNDED:

- 2008-2012 Institute for Education Sciences, Special Education Research Grants, Spanish Screener for Language Impairment in Children. \$1.6 Million (co-PI with Adelaida Restrepo and Shelley Gray).
- 2007-2009 Department of Education, Enhanced Assessment Grants, Adapting Reading Test Items to Increase Validity of Alternate Assessments Based on Modified Academic Achievement Standards (ARTIIV), \$1.6 million (Senior Personnel).
- 2007-2008 College Board, Q-matrix Design Project, \$20,000 (PI).
- 2004-2005 ASU College of Education, The Pursuit of Postsecondary Education: Exploring Underrepresented Groups in Arizona, \$40,000 (co-PI with Marilyn Thompson).
- 2003-2006 Evans & Newton Inc., Examining the Effects of Curriculum Alignment, \$25,000 (co-PI).
- 2004 National Science Foundation, Item Generation for Verbal Reasoning: Some Possibilities for the Near Future, \$1,000 (PI).

2001-2002 Educational Testing Service, Cognitive and Psychometric Modeling of GRE Verbal Items, \$38,000. (PI).

PROPOSALS PENDING:

2008 National Science Foundation, Math and Science Partnerships - RETA, Assessing Science Knowledge and Cognitive Attributes of Science Teachers (ASK a CAST), \$1.4 million (Project Advisory Panel Member; PI Gerry Meisels).

2007 Institute of Education Sciences, Connecting In- and Out-of-School Literacies: Discourse Practices within 'Islands of Expertise' of Latina/o Middle School Students. (co-PI with Carmen Martinez-Roldan).

PROPOSALS PLANNED

2008 Institute of Education Sciences, Statistical and Research Methodology in Education. (PI) Cognitive Psychometric Models to Enhance Reading Assessment: Properties, Uses, and Limitations. Proposal deadline June 26, 2008

2008 Institute of Education Sciences, Education Research Grants – Reading and Writing Goal 5 (Assessment). (PI) Isolating Factors in Reading Comprehension Assessment: The Effects of Background Knowledge. Proposal deadline October 2, 2008

PROPOSALS SUBMITTED – NOT FUNDED.

2007 Institute of Education Sciences, Special Education Research Grants, National Center on Response to Intervention for Preschoolers at Risk and with Developmental Disabilities, \$10 million (Investigator; PI: Jeanne Wilcox).

2007 National Science Foundation, Research and Evaluation in Science and Engineering Education (REESE) Grant, DAECER Distributed Assessment and Evaluation for Chemical Education Research: Synthesis, \$200,000 (co-PI with Dr. Janet Bond-Robinson).

2007 National Science Foundation, CCLI-Phase 1 Grant, STUDENT TRACKER Assessments: New Learning Tools to Rethink STEM Education in the Future \$200,000 (co-PI with Dr. Janet Bond-Robinson).

2007 National Science Foundation, Research and Evaluation in Science and Engineering Education (REESE) Grant (PI). Improving the Educational Benefits of Algebra I Assessment: An Analysis of Cognitive Processes, \$800,000.

2006 Arizona Department of Education Wallace Grant, 360° Survey, \$113,616 (co-PI with Alan Artibise).

- 2006 Arizona Board of Regents: LCE Grants Program, Diagnostic assessment tools in required technical courses: Helping students know what they don't understand, \$25,000 (sole-PI).
- 2005 The College Board, Student Understanding and Perceptions of the PSAT/NMSQT Score Report Plus, \$60,000 (sole-PI).
- 2004 National Science Foundation, Optimization of Nanotechnology Education (ONE), \$1.75 Million (co-PI).
- 2003 Department of Education, Small Business Initiative Research, Intelligent Data Management Software for Education – I, \$100,000, (PI for ASU).

ARTICLES IN PEER REVIEWED JOURNALS (* indicates student co-author)

- Millett*, J., Blanchard, J., Atwill*, K., & Gorin, J. S. (in press). The validity of receptive and expressive vocabulary measures with Spanish-speaking kindergarteners learning English. *Reading Psychology*.
- Chen*, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (in press). Cross-cultural validity of the TIMSS: A cognitive skills analysis. *International Journal of Testing*.
- Chen*, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (in press). An Alternative Examination of Taiwanese Mathematics Achievement: Application of Rule-Space Methodology to TIMSS-1999. *IERI Monograph Series*.
- Gorin, J. (2007). Reconsidering issues in validity theory: A response to Lissitz and Samuelsen. *Educational Researcher*, 36, 456-462.
- Atwill*, K., Blanchard, J., Gorin, J. S., & Burstein, K. (2007). Receptive vocabulary and cross-language transfer of phonemic awareness in kindergarten children. *Journal of Educational Research*, 100(6), 336-346.
- Gorin, J. S. (2006). Item Design with cognition in mind. *Educational Measurement: Issues and Practice*, 25(4), 21-35.
- Gorin, J. S., & Embretson, S. E. (2006) Item Difficulty Modeling of Paragraph Comprehension Items. *Applied Psychological Measurement*, 30(5), 394-411.
- Thompson, M. S., Gorin, J. S., Obeidat*, K., & Chen*, Y.-H. (2006). Academic precursors of underrepresented groups in higher education: Findings from multiple data sources. *Journal of Negro Education*, 75(3), 546-562.

- Gorin, J. S. (2005). Manipulation of processing difficulty on reading comprehension test questions: The feasibility of verbal item generation. *Journal of Educational Measurement*, 42, 351-373.
- Gorin J. S., Dodd, B. G., Fitzpatrick, S., & Sheih, Y. Y. (2005). Computerized adaptive testing with the partial credit model: Estimation procedures, population distributions, and item pool characteristics. *Applied Psychological Measurement*, 29, 1-24.
- Summers, J. J., Whitaker, T. A., Svinicki, M. D., & Gorin, J. S. (2005). Evaluating community and cooperative learning. *Journal of Experimental Education*, 73, 165 - 188.
- Summers, J. J., Svinicki, M. D., Gorin, J. S., Sullivan, T. A. (2002). Student Feelings of Connection to the Campus and Openness to Diversity and Challenge at a Large Research University: Evidence of Progress?," *Innovative Higher Education*, 27(1), 53-64.
- Embretson, S. E. & Gorin, J. S. (2001). Improving construct validity with cognitive psychology principles. *Journal of Educational Measurement*, 38(4), 343 – 368.

CHAPTERS IN EDITED BOOKS

- Kinnier, R., & Gorin, J. S. (in press). Review of ONET Ability Profiler Tool. Manuscript to appear in *Measurement Instruments for Vocational Counseling*.
- Gorin, J. S., & Embretson, S. E. (2007). Item response theory and Rasch models. In D. McKay, (Ed.). *Handbook of research methods in abnormal and clinical psychology*. Sage Publications.
- Gorin, J. S. (2007). Test Construction and Diagnostic Testing. In J. P. Leighton & M. J. Gierl, Eds. *Cognitive Diagnostic Assessment in Education: Theory and Practice*. Cambridge University Press.

MANUSCRIPTS UNDER REVIEW

- Marshall*, S., Wodrich, D., & Gorin, J. S. (submitted). The Tempe Sorting Task as a measure of ADHD for young children. Manuscript submitted to *Educational and Psychological Measurement*.
- Atwill*, K., Blanchard, J., Christie, J., & Gorin, J.S. (submitted). The Effect of L1 Receptive Vocabulary Skill on Cross-language Transfer of Phonemic Awareness to L2 with Spanish-speaking Kindergarteners. Submitted to *Reading and Writing*.

BOOK REVIEWS

Gorin, J. S. (in press). Book review: *Constructing Measures: An item modeling approach*. Book review to be published in *International Journal of Testing*.

MANUSCRIPTS IN PREPARATION

Gorin, J. S. (invited). Cognitive psychometric models as a tool for reading assessment engineering. Chapter invited to appear in J. Sabatini & L. Albro (Eds.) *Assessing Reading in the 21st Century: Aligning and applying advances in the reading and measurement sciences*.

Gorin, J. S., Rupp, A. A., & Svetina*, D. (in preparation). An HLM analysis of reading comprehension item difficulty factors.

Svetina*, D., Gorin, J. S., & Tatsuoka, K. K. (in preparation). Building a cognitive model to inform item difficulty in reading comprehension items: An application of rule-space methodology.

Argo*, A., Gorin, J. S. & Tatsuoka, K. K. (in preparation). Cognitive components of item dependence for passage-based reading comprehension tests.

TECHNICAL REPORTS

Gorin, J. S. & Svetina, D. (2008). *SAT Critical Reading Q-Matrix Study: LLTM analysis of Q-matrix attributes* Technical report submitted to the College Board.

Gorin, J. S. & Svetina, D. (2008). *SAT Critical Reading Q-Matrix Study: Preliminary attribute generation and coding*. Technical Report submitted to the College Board.

Gorin, J. S. (2008). *Principles of Persuasion Scaling Project: Reciprocity and Social Proof*. Technical report submitted to Sutter Health.

Gorin, J. S. (2007). *Principles of Persuasion Scaling Project: Authority and Liking Subscales*. Technical report submitted to Sutter Health.

Gorin, J. S., Blanchard, J., & Chen*, Y.-H. (2005). *Comparison of High and Low Implementation of TargetTeach on Elementary and Middle School Reading and Mathematics Achievement in Columbus, Ohio*. Technical report submitted to Evans and Newton, Inc.

Gorin, J. S., & Blanchard, J. (2004). *Technical Report of the Lorain School District Academic Performance: An Evaluation of Target Teach on 4th and 6th Grade Reading and Mathematics*. Technical report submitted to Evans and Newton, Inc.

Gorin, J. S., & Blanchard, J. (2003) *Evidence of effectiveness of TargetTeach*. Technical report submitted to Program Evaluation Board of the Los Angeles Unified School District.

Sheingold, K., Gentile, C., Johnson, E., Yamamoto, K., Brayer-Ebby, C., Gorin, J. S. (1998). *A report of the Goals 2000 New Assessment Project of the Cayuga-Onondaga BOCES and New York State Education Department*. Princeton, NJ: Educational Testing Service.

REFEREED PRESENTATIONS (* indicates student co-authors)

Gorin, J. S. (2008). *Using automated text analysis tools to develop verbal ability tests*. Paper presented at the XXIX Meeting of the International Congress of Psychology. Berlin, Germany.

Gorin, J. S., Rupp, A. A., & Svetina*, D. (2008). *An HLM analysis of reading comprehension item difficulty factors*. Paper presented at the Annual Meeting of the National Committee on Measurement in Education. New York, NY.

Svetina*, D., Gorin, J. S., & Tatsuoka, K. K. (2008). *Building a cognitive model to inform item difficulty in reading comprehension items: An application of rule-space methodology*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

Argo*, A., Gorin, J. S. & Tatsuoka, K. K. (2008). *Cognitive components of item dependence for passage-based reading comprehension tests*. Paper presented at the Annual Meeting of the National Committee on Measurement in Education. New York, NY.

Chen, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. K. (2008). *Subgroup comparisons of Taiwanese mathematics performance: From a perspective of cognitive attributes*. Paper presented at the Annual Meeting of the American Educational Research Association. New York, NY.

DiGangi, S., Gorin, J. S., Yu, C. H., Jannasch-Pennell, A. (2007). *A multi-disciplinary approach to cognitive-based assessment*. Paper presented at the Annual Meeting of EDUCAUSE. Seattle, WA.

Svetina*, D., Gorin, J. S., & Tatsuoka, K. K. (2007). *Item difficulty modeling: A cognitive model to inform item difficulty in reading comprehension items*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, Ill.

Chen*, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (2007). *An Alternative Examination of Taiwanese Mathematics Achievement: Application of Rule-Space*

- Methodology to TIMSS-1999*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, Ill.
- Atwill*, K., Blanchard, J., Gorin, J. S., Millett*, J., Sheppard, D., Cabrera, C., & de la Fuente, M. E. (2007). *Cross-language Transfer of Pre-literacy Skills: Regression Analysis with Spanish-speaking Children in English-only Classrooms*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill.
- Gorin, J. S. (2006). *Using alternative data sources to inform item difficulty modeling*. Annual Meeting of the National Council on Educational Measurement, San Francisco, CA.
- Chen*, Y.-H., Gorin, J. S., Thompson, M. S., & Tatsuoka, K. (2006). *Verification of cognitive attributes required to solve the TIMSS-1999 mathematics items for Taiwanese students*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Thompson, M. S., Gorin, J. S., Obeidat*, K., & Chen*, Y.-H. (2006). *Academic Precursors of Underrepresented Groups in Postsecondary Education: Findings from Multiple Data Sources*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Bartshe*, P., Atwill*, K., Blanchard, J., Gorin, J. S., de la Fuente, M. E., Somerton, J. C., & Burstein, K. (2006). *A longitudinal study of cross-language transfer of literacy skills in young Hispanic children using simultaneous measures in Spanish (L1) and English (L2)*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Blanchard, J., Atwill*, K., Bartshe*, P., Millett*, J., Gorin, J. S., de la Fuente, M. E., Cabrera, J., Sheperd, D. (2006). *Cross-language transfer of literacy skills in young Spanish speaking children learning English: A two year study*. Paper presented at the International Reading Association 21st World Congress on Reading, Budapest, Hungary.
- Gorin, J. S., Thompson, M. S., Obeidat*, K., & Chen*, Y.-H. (2005). *Using Multiple Data Sources to Support Diversity Research: Examining Underrepresentation in Postsecondary Education*. Paper presented at the Educating All of One Nation Conference of the National Council on Education, Phoenix, AZ.
- Blanchard, J., Atwill*, K., Burnstein, K., Christie, J., Gorin, J. S., Wodrich, D. (2005). *Is phonological awareness a language specific skill? A test of cross-language transfer in young children*. Paper presented at the 14th European Conference on Reading, Zagreb, Croatia.

- Blanchard, J., Atwill*, K., Burnstein, K., Christie, J., Gorin, J. S., Wodrich, D. (2005). *An investigation of cross-language transfer in the phonemic awareness of kindergarten Spanish-speaking children*. Paper presented at the Annual Meeting of the Society for the Scientific Study of Reading, Toronto, Canada.
- Yang*, Y., Argo*, A., Lo*, W., Chen*, Y., Krech*, P., Mitchell*, L., Green, S., Gorin, J. S., Thompson, M. (2005). *Item analysis methods for emergent factors: A case study of a stress scale*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Gorin, J. S. (2004). *Modeling reading comprehension-test questions: Onward toward item generation*. Paper presented at the Meeting of the International Congress in Psychology, Beijing, China.
- Blanchard, J. S., & Gorin, J. S. (2004). *The effect of curriculum alignment on reading achievement: A multi-school district study*. Paper presented at the Annual Meeting of the International Reading Association, Reno Nevada.
- Gorin, J. S., & Chen*, Y. (2004). *Manipulation of processing difficulty on reading comprehension test questions: A step towards item generation*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Gorin, J. S., & Blanchard, J. S. (2004). *The effect of curriculum alignment on elementary mathematics and reading achievement*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Gorin, J. S., & Embretson, S. E (2003). *GRE-V test score validation with cognitive psychology principles*. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Canada.
- Gorin, J. S. (2002) *Getting more meaning from standardized test scores with cognitive psychology*. Paper presented at the Annual Meeting of the Arizona Educational Research Organization, Tempe, Arizona.
- Gorin, J. S., Embretson, S. E., & Sheehan, K. (2002). *Cognitive and Psychometric Modeling of text-based reading comprehension GRE-V items*. Paper presented at the Annual Meeting of the National Council on Measurement in Education. New Orleans, LA.
- Gorin, J. S., & Embretson, S. E (2001). *Automated Item Generation in Spatial Reasoning: An Investigation of Assembling Objects (AO) Problems*. Paper presented at the Annual Meeting of the National Council on Measurement and Education: Seattle, WA.

- Summers, J. J., Gorin J. S., & Svinicki M. D. (2001). *Tools for evaluating cooperative learning*. Paper presented at the Annual Meeting of the American Psychological Association. San Francisco, CA.
- Gorin, J. S., Dodd, B. G., Fitzpatrick, S., & Shieh, Y. Y. (2000). *Computerized adaptive testing with the Partial Credit Model: Estimation Procedures, Population Distributions, and Item Pool Characteristics*. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
- Summers, J. J., Svinicki, M. D., & Gorin, J. S. (2000). *Connectedness and diversity: Do instructional methods matter?* Paper presented at the Annual Meeting of the American Psychological Association. Washington D.C.
- Gorin, J. S., Husman, J., & Turner, J. E. (1998). *The interaction of extrinsic and Intrinsic motivation on college students' use of learning strategies*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Turner, J. E., Gorin, J. S., Husman, J., McCann E. J., Achacoso, M. V., Do, S. L., Summers, J. J., Way, P. J., Wohlblatt, K. A., & Yerly, R. C. (1998). *Individual differences in students' academic motivation, self-regulation, emotional experiences, and general well-being*. Paper presented at the Annual Meeting of the American Educational Research Association. San Diego, CA.
- Husman, J. & Gorin, J. S. (1998). *The effects of perceptions of instrumentality on intrinsic motivation*. Paper presented at the 6th Workshop on Achievement and Task Motivation, Thesaloniki, Greece.
- Husman, J. & Gorin, J. S. (1998). *An integration of future time perspective, motivation, and self-regulatory variables*. Paper presented at the Annual Meeting of the Southwest Educational Research Association. Houston, TX.

INVITED PRESENTATIONS

- Gorin (2008). *Cognitive psychometric models as a tool for reading assessment engineering*. Invited presentation at the Institute for Education Sciences and the Educational Testing Service Assessing Reading in the 21st Century Conference (ARC): Aligning and Applying Advances in the Reading and Measurement Sciences Conference.
- Gorin (2008). *Increasing the impact of assessment on learning*. Invited presentation in The Big Challenges and Research Opportunities in Testing and Measurement session sponsored by the American Educational Research Association: Division D.

- Gorin, J. S. (2008). *Cognitively based assessments of, for, and as learning*. Discussant at Annual Meeting of the American Educational Research Association.
- Gorin, J. S. (2008). *Cognitive diagnostic assessment: Models and Issues*. Discussant at Annual Meeting of the National Council on Measurement in Education.
- Gorin, J. S. (2007). *Informing Assessment Design with Cognitive Psychology*. Visiting Scholar Program, Center for the Assessment of Student Progress.
- Gorin, J. S. (2007). *Introduction to item response theory*. Fresno State University, Department of Psychology. Fresno, CA.
- Gorin, J. S. (2007). *Cognitive aspects of assessment*. Discussant at Annual Meeting of the National Council on Measurement in Education.
- Gorin, J. S. (2007). *Enhancing the interpretability of diagnostic assessments: Finding the wealth that exists in the details*. Discussant at Annual Meeting of the National Council on Measurement in Education.
- Gorin, J. S. (2006). *Establishing test score validity through the use of cognitive psychometric modeling procedures*. Quantitative Psychology Seminar Series. Tempe, AZ.
- Gorin, J. S. (2006). *Issues in Large Scale Assessment*. Discussant at Annual Meeting of the American Educational Research Association.
- Gorin, J. S. (2005). *Cognitive Diagnostic Applications on Mathematical Thinking Skills*. Discussant at Annual Meeting of the National Council on Measurement in Education.
- Gorin, J. S. (2005). *Overview of cognitive assessment models*. Invited paper presented at Arizona State University, Information Technology Center. Tempe, AZ.
- Gorin, J. S. (2004). *An alternative to classical true score methods of measuring change*. Invited paper presented at Arizona State University, Prevention Research Center Seminar.
- Gorin, J. S. (2003). *Cognitive and psychometric modeling of GRE verbal items*. Quantitative Psychology Seminar Series. Tempe, AZ.
- Gorin, J. S. (2002). *Understanding reading comprehension on the GRE: What are these questions really testing?* Educational Psychology Brown Bag Series. Tempe, AZ.

OTHER PROFESSIONAL PRESENTATIONS

Gorin, J. S. & Blanchard, J. (2007). *Empirical evaluations of TargetTeach effectiveness: Continuing the Investigation*. Presented at the 2007 Annual Workshop of Evan-Newton Inc.

Gorin, J. S., Blanchard, J. & Svetina, D. (2006). *Empirical examinations of TargetTeach effectiveness*. Presented at the 2006 Annual Workshop of Evan-Newton Inc.

Gorin, J. S., & Blanchard, J. (2005). *The effect of curriculum alignment on reading achievement: A multi-district study*. Presented at the 2005 Annual Workshop of Evan-Newton Inc.

Gorin, J. S. (1999). *Peer Mentoring at a Large University*. Invited presentation at University of Texas at Austin, Center for Teaching Effectiveness. Austin, Texas.

Gorin, J. S. (1999). *Strategic Teaching and Strategic Learning*. Invited presentation at University of Texas at Austin, Center for Teaching Effectiveness International TA Orientation. Austin, Texas.

Gorin, J. S. (1999). *Cooperative Learning and Group-work in a Large Lecture Courses*. Invited presentation at University of Texas at Austin, Center for Teaching Effectiveness International TA Orientation. Austin, Texas.

COURSES TAUGHT:

EDP/COE 502: Introduction to Data Analysis

EDP/COE 502 Online: Introduction to Data Analysis

EDP 550: Introduction to Measurement in Education

EDP 691: Test and Scale Construction

EDP 691: Item Response Theory

STUDENT COMMITTEE AND MENTORING ACTIVITIES

COMMITTEE CHAIR/CO-CHAIR – MASTERS THESIS

MEASUREMENT, STATISTICS, AND METHODOLOGICAL STUDIES CONCENTRATION

Argo, A. (in progress).

Morgan, G. (in progress).

Scott, L. (in progress).

Svetina, D. (in progress).

SCHOOL PSYCHOLOGY PROGRAM

Hall, M. (in progress).

Sujansky, K. (in progress).

COUNSELING PSYCHOLOGY PROGRAM

Rutter, M.-C. (2006). *Development of a Mentoring Scale for Use with Graduate Students.*

COMMITTEE CHAIR/CO-CHAIR – DOCTORAL DISSERTATION

Chen, Y.-H. (2006) *Cognitive diagnostic analysis with rule-space method of large scale mathematics assessment.*

COMMITTEE MEMBER – MASTERS THESIS

MEASUREMENT, STATISTICS, AND METHODOLOGICAL STUDIES

O'Brien, J. (2007). *Medical students' intent to employ evidence-based medicine and their perceptions of its effectiveness, efficiency, and use.*

VanVleet, Bethany (2008). *An empirical investigation of responses to measures of ethnicity.*

Lewis, S. (2005). *Comparison of risk factors in ECLS complex data set.*

SCHOOL PSYCHOLOGY PROGRAM

Berger, J. (2006). *Time perception in children with neurological damage and ADHD.*

Cunningham, M. (2004). *Effect of information on teacher accommodations for students with chronic health issues.*

Lawton, K. (in progress). *The incremental utility of the behavioral rating inventory of executive function in predicting academic achievement.*

Marshall, S. (2006). *The Tempe sorting task as a measure of executive function for young children.*

Metcalf, A. (2006). *Executive Functions: Children's conceptions about their lives' future events.*

Kaprolet, C. (in progress).

Spencer, M. (2004). *A comparison of children's academic performance: Acute lymphoblastic leukemia and brain tumors.*

PSYCHOLOGY DEPARTMENT

Day, K. C. (2006). *Assessing measurement invariance using factor analysis and item response theory: A comparative study on the MMPI.*

Fritz, M. (2005). *Comparison of tests of mediation: A simulation study.*

Hill, E. (2007). *Assessing life goals through personal narratives.*

OTHER PROGRAMS

Bottner, L. (2006). *Jewish grandchildren of holocaust survivors: A population inheriting trauma?*

Hong, J.-Y. (2004). *The relationship between self-discrepancy and career commitment.*

COMMITTEE MEMBER – DOCTORAL DISSERTATION

MEASUREMENT, STATISTICS, AND METHODOLOGICAL STUDIES

Obeidat, K. (2007). *Gender differences in development of self-efficacy and mathematics ability: An application of simultaneous multilevel growth processes modeling.*

EDUCATIONAL PSYCHOLOGY – LEARNING CONCENTRATION

Atwill, K. (2007). *L1 receptive vocabulary and cross-language transfer of phonemic awareness in ELL children.*

Wadsworth, L. (2007). *Teachers' epistemologies: Beliefs, theories of intelligence, and approaches to instruction.*

EDUCATIONAL TECHNOLOGY PROGRAM

Barrett, L. C. (2006). *Children's fun, learning, and likeability expectations for same-age and older characters in educational software.*

Blair, H. C. (2006). *Teacher performance under varying levels of support in online professional development.*

SCHOOL PSYCHOLOGY PROGRAM

Ballas, J. (2007). *Examining the effects of school psychologists' burnout on likelihood to refer.*

Berger, J. (in progress).

Cunningham, M. (in progress).

Marshall, S. (in progress). *The executive function contribution of clinical measurement and teacher rating on arithmetic error patterns.*

Metcalf, A. (in progress).

McCall, P. (in progress).

Spencer, M. L. S. (2007). *The occurrence and academic impact of ADHD symptoms in boys with hemophilia.*

Tarbox, J. (in progress).

OTHER PROGRAMS, DEPARTMENTS, AND UNIVERSITIES

Bludsworth, J. (2007). *A structural investigation and revision of the inventory of interpersonal problems using item response theory.* Counseling Psychology Program, ASU.

Morgan, G. (in progress). Department of Speech and Hearing Science, ASU

Gibson, K. (in progress). Department of Physics, ASU

Wang, C. (2007). *Investigating the cognitive processes underlying student performance on the SAT critical reading subtest: An application of the attribute hierarchy method.* Department of Educational Psychology, University of Alberta, Edmonton.

PROFESSIONAL APPOINTMENTS/ELECTIONS

2007-present Founder/President, Cognition and Assessment SIG, American Educational Research Association.

2007-present Membership Committee, National Council on Measurement in Education.

- 2006-present Secretary/Treasurer, Educational Researchers SIG, American Educational Research Association
- 2006-present Brenda Lloyd Outstanding Dissertation Award Committee, National Council on Measurement in Education.

ADVISORY COMMITTEES

- 2008-present Design and Analysis Committee (DAC), National Assessment of Educational Progress (NAEP).
- 2008-present Member, Division D Advisory Board
- 2007-present Technical Advisory Committee, Enhanced Assessment Project, Measured Progress, Dover, New Hampshire.

CONSULTANT ACTIVITIES

- 2007-present Cognitive and Measurement Consultant. *Enhancing the diagnostic value of the PSAT.* College Board.
- 2007-present Statistical and Measurement Consultant. *Principles of Persuasion Scaling Project.* Sutter Health – Influence at Work.
- 2007 Statistical and Measurement Consultant. *Arizona Calculator Study,* Arizona Department of Education.
- 2005-2006 Statistical Consultant. *Art Teacher Education Survey,* Department of Art, Arizona State University.
- 2005 Methodological Consultant. *Arizona Tourism Survey.* Department of Recreation and Tourism Management, Arizona State University
- 2004-2006 Evaluator. *Evaluation of TargetTeach and Curriculum Alignment.* Evans & Newton Inc.
- 2004 Statistical Consultant. *Music Therapy with Human Beams.* Phoenix Children’s Hospital.

UNIVERSITY SERVICE

- 2008-present Program Leader, Measurement, Statistics, and Methodological Studies Concentration
- 2008-present Member, Search Committee, Division of Psychology in Education.
- 2007-present Member, College Council, Mary Lou Fulton College of Education
- 2007-2008 Member and Affirmative Action Representative, Search Committee, School Psychology Program
- 2006-2007 Member and Affirmative Action Representative, Search Committee, School Psychology Program
- 2005-2006 Member and Affirmative Action Representative, Search Committee, Measurement, Statistics, and Methodological Studies
- 2004-2007 Member, Curriculum Committee, Division of Psychology in Education.

- 2004-2007 Member, Affirmative Action Committee, Division of Psychology in Education
- 2002-2003 Member, Ad Hoc Committee for Undergraduate Educational Psychology Major

COMMUNITY SERVICE

- 2008 Consultant/Reviewer, *E-learning Program Review Panel*, Arizona Department of Education
- 2003 Methodological Consultant. *Counseling Center Evaluation*, EMPACT Suicide Prevention Center.
- 2003 Statistical and Measurement Consultant. *Intelligent Data Management Software for Education– I-TrendEdu*. Scientific Monitoring Inc.

REVIEWING ACTIVITIES

GRANTS

- Institute of Education Sciences, 2007
- Social Science and Humanities Research Council of Canada, 2007
- National Science Foundation, 2006

JOURNALS/BOOKS

- Applied Psychological Measurement
- Bilingual Research Journal
- Educational Assessment
- Educational Measurement: Issues and Practice
- Educational Researcher
- Educational Technology: Research and Development
- Encyclopedia of Social Measurement
- International Journal of Testing
- Journal of Educational Measurement
- Journal of Educational and Behavioral Statistics
- Psychological Methods
- Sage Publications

CONFERENCES

- American Educational Research Association
- National Council on Measurement in Education

PROFESSIONAL AFFILIATIONS

- National Council on Measurement in Education
- American Educational Research Association
- AERA Division D: Measurement and Research Methodology
- AERA Division C: Learning and Instruction (Member 1996 – 2000)
- AERA Special Interest Group: Rasch Modeling

AERA Special Interest Group: Large Scale Assessment
AERA Special Interest Group: Research Using NAEP Data
AERA Special Interest Group: Cognition and Assessment
AERA Special Interest Group: Educational Statisticians
American Psychological Association: Divisions 5 and 15 (Member 1998 – 2002)